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ABSTRACT

Experiences in using the adjunct model of language instruction, in which language courses are linked with content courses to better integrate the reading, writing, and study skills required of the two disciplines, are described. Although the program described includes both regular freshman English classes and English as a second language (ESL) courses, the focus here is on the link between two intermediate ESL courses taught at the University of California at Los Angeles and one of the four undergraduate content courses in the program, introductory psychology. Features of the adjunct model, such as its underlying philosophy and methodology, coordinated framework, selection and adaptation of materials, and the role of the language and content area instructors are analyzed and critiqued. Elements critical to successful implementation of the model are identified from these experiences, and causes of potential breakdowns are noted. Finally, the analysis demonstrates how the adjunct model meets the needs of academic ESL students. Applications of the adjunct model to other ESL populations and the match between the model and current theories of second language acquisition are discussed. (MSE)

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Linking ESL Courses with University Content Courses: The Adjunct Model

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This paper will discuss the authors' ongoing experience with the adjunct model of language instruction--a model in which language courses are linked with content courses to better integrate the reading, writing and study skills required of the two disciplines. Although the program we are describing includes both regular freshman English classes and English as a second language (ESL) courses, we will focus here on our specific instructional experience. i.e., on the link between two intermediate ESL courses taught at UCLA (ESL 33B) and one of the four undergraduate content courses involved in the program, Introductory Psychology (Psychology 10).

The ensuing discussion aims to analyze and critique various features of the adjunct model such as its underlying philosophy and methodology, coordination framework, selection and adaptation of materials, and the role of the language and content area instructors. We believe that from our experiences we can identify those elements which are critical for successful implementation of the adjunct model and point out causes of potential breakdowns. Ultimately, this in-depth analysis will demonstrate how adjunct instruction meets the needs of academic ESL students. In the closing section, we discuss applications of the model to other ESL/EFL populations and the match between the adjunct model and current notions of second language acquisition theory.

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The UCLA Freshman Summer Program

In existence since 1977, the UCLA Freshman Summer Program (FSP) is a six-week intensive summer preparatory program designed to help "high risk" entering freshmen bridge the gap between high school and the university. In the view of the university administration, these students have been inadequately prepared by their high schools to deal with the academic demands of the university environment, particularly with respect to their study skills, and their reading, writing, and mathematical abilities. To remediate deficiencies in these areas, the UCLA Freshman Summer Program was designed with two distinct instructional units, mathematics and English; students are placed into one of these units by SAT scores and other diagnostic examinations. Thus, the primary goal of the FSP is to "introduce underprepared students to the intellectual and sociobeaurocratic demands of the university", to teach them to deal with the "increasingly complex exposition on academic topics", and to "dispell the simplified notions of disciplines that many high school students have" (Rose, 1982:8). A secondary yet important goal is to provide students with the social and recreational needs so important in this transition period, and to insure their emotional stability throughout the program. The former goal is achieved through FSP's English program which is described below; the latter is accomplished through the program's on-campus residential program, its academic and personal counseling services, the recreational and social programs, and the residential tutoring services.

FSP Administration

The English language component of FSP is administered through the UCLA Writing Programs, which also administers the other standard English composition courses at UCLA. English/ESL courses offered in the FSP thus parallel courses offered at other times during the academic year, though course content may be altered slightly to conform to the adjunct

model of instruction. Placement of students into the two levels offered, English A and English 1 or their ESL equivalents, ESL 33B and ESL 33C, is achieved through the university placement exams, the UCLA Freshman Composition Exam and the UCLA English as a Second Language Placement Exam, respectively. Undergraduate students who complete or exempt from these courses must subsequently take an English composition course, English 3 or ESL 36, to fulfill university composition requirements.

Staffing

The English/ESL staff at FSP consists of lecturers and graduate teaching assistants recruited from UCLA's Writing Programs, English as a Second Language and Applied Linguistics, and of peer tutors provided by UCLA's Academic Resource Center. These two teams coordinate closely in the instructional effort, with the instructors teaching 12-14 contact hours per week and holding regular office hours, while the tutors both assist the instructor in class and are available afternoons and evenings for additional tutoring of students. A parallel team, consisting of a professor, graduate teaching assistants, and tutors, exists in the academic content course to which the English/ESL courses are linked, with the professor responsible for giving daily lectures while the assistants hold discussion sections and the tutors function as described above.

Augmenting the instructional staff of the program is the academic and personal counseling staff, and the dormitory residential staff. Throughout the summer program, students are required to attend a series of counseling meetings designed to help them select a major field of study, plan their academic schedule, and in general cope with the stress

the transition from high school to college. Residence counselors are responsible for checking on students' study habits, talking to them about problems reported by the English/ESL and content course instructors, and in extreme cases referring them to the psychiatric counseling services.

Students

The most important participants in the program are of course the students themselves. Participation in FSP is by invitation, and although those invited to attend are heavily encouraged to do so in a series of pre-session conferences which explain the program, participation is by choice. Invitations are sent out to students with low verbal SAT or ACH scores, with further university diagnostic exams being administered prior to the beginning of FSP. The number of participants varies from year to year, depending on the university funding available. In 1983, 414 students were enrolled in the English component of FSP, 86 of whom were classified as ESL. As in past years, the total FSP population consisted primarily of low income and/or ethnic minority students, with the bulk of the ESL students being Asian immigrants who had completed their secondary education in the U.S. Approximately two-thirds of the students receive financial assistance to attend FSP through the university's Academic Advancement Program.

The following information provides a more vivid profile of the academic deficiencies of the ESL students in FSP. The 33 students enrolled in ESL 33B in summer 1983 had an average SAT verbal score of 255 and average SAT math score of 527. The Sequential Test of Educational Progress (STEP), Series II, in Reading was administered during the first week of the FSP term. The STEP is designed to test reading comprehension, inference, and analysis and includes narrative

passages from the humanities, physical and biological sciences, and social sciences. The average percentile ranking for the ESL 33B students was .80, i.e., they were collectively lower than the first percentile, thus ranking lower than approximately 99% of the entering college freshmen, i.e., the population on whom the test had been normed.

Logistics

The English language component of FSP is divided into four adjunct areas: Psychology, History, Political Science, and Anthropology. All four of these content courses are of an introductory nature, and were selected since they are courses in which undergraduates typically enroll to fulfill their university breadth requirements. Of the four, Psychology was deemed most appropriate for the less proficient language students (i.e., ESL 33B/English A) due to the clear and coherent nature of its required text and the less demanding writing requirements. Figure 1 shows the various language/content course links, as well as the channels of communication and coordination between these courses.

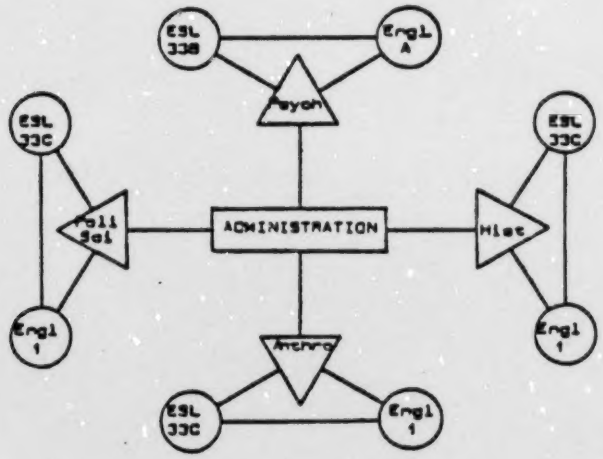

Figure 1: The FSP Adjunct Model

Scheduling

It is virtually no exaggeration to say that a student in FSP has every minute of his academic week scheduled. Students attend morning grammar and writing sessions daily, and participate two days a week in an afternoon reading/study skills training session. In addition, students attend daily content course lectures, and have bi-weekly discussion sections with their content course TA. Late afternoons are generally set aside for large or small group counseling meetings, while evenings are reserved for residence hall lectures, recreational activities, studying, and tutorial assistance. Tutors and counselors are available in the residence halls until 11 p.m. at night, and students frequently study into the early hours of the morning. Figure 2 shows a typical ESL 33B/Psychology 10 student schedule during FSP:

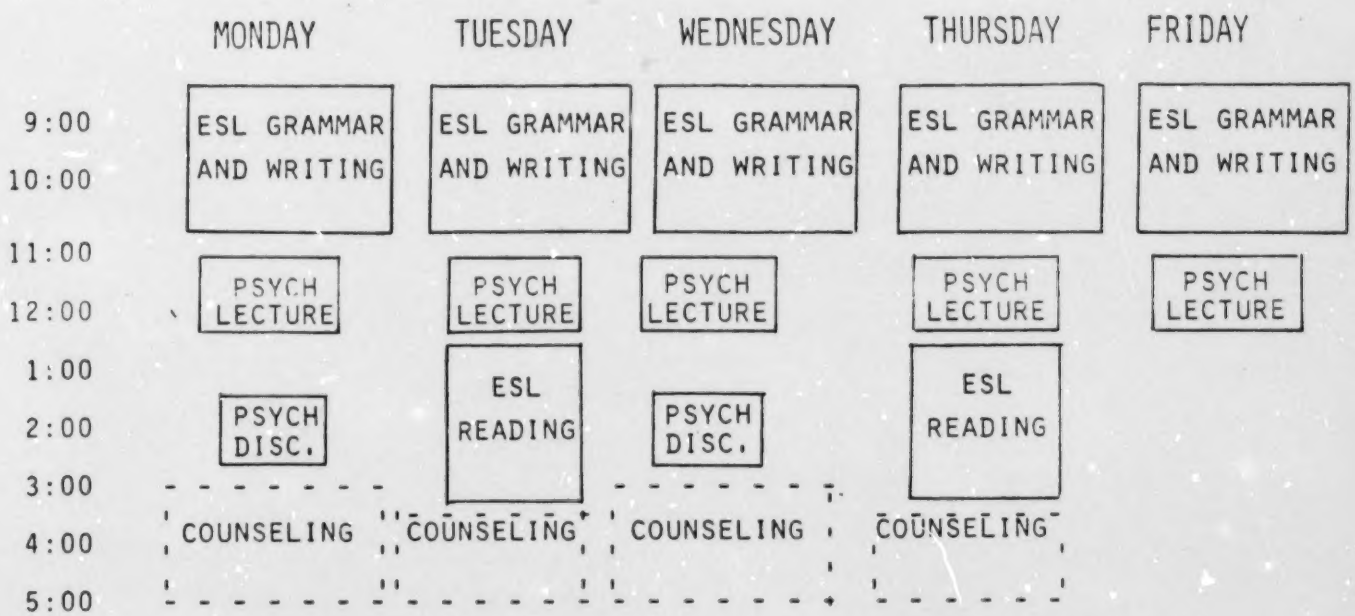

Figure 2: A Typical ESL/Psych 10 Student Schedule

Review of Relevant Literature

The original impetus for the structuring of the FSP curriculum was provided by Rose (1981), who examined the kinds of student writing required in university courses. For his doctoral dissertation, Rose collected 445 essays and take-home examinations as well as paper topics from 17 departments in the Schools of Letters and Science, Fine Arts, and Engineering. He found that the most common discourse mode required in assignments and examinations was exposition; specifically, students were being asked to write essays of seriation (detailing steps in a process), classification, summary to synthesis (represented as a continuum), compare/contrast, and analysis. In addition, students were required to work with large bodies of information from various sources including lectures, textbooks, and reference books. These findings formed the basis for the creation of freshman composition courses (FSP, in particular) which lead students to mastery of academic discourse.

Bernbrock (1979) provides the first detailed description of the ESL and Psychology link in FSP. He reviews the basic concepts of the adjunct model as it was first implemented at California State University, Dominguez Hills and goes on to discuss his experience as an ESL teacher in the UCLA adjunct program. In his conclusion, he points out that the adjunct concept offers a practical way to integrate ESL curricula with other academic fields. Furthermore, he notes that the adjunct approach partially relieves ESL instructors of the burden of being content course experts and extends some responsibility for English language development to the content course instructors.

Wesche (1983) addresses the issue of university instruction in the Canadian setting. She notes the dramatic impact that students schooled

in French immersion elementary and secondary programs will have upon Canadian universities. These students are demanding a continuation of second langugage learning opportunities at the university level. This demand has led to the offering of "sheltered courses" - academic courses taught in the second language. They are considered sheltered since native and non-native French students are not mixed in any one class. The sheltered concept follows the same principles as elementary immersion programs. Students are exposed to "comprehensible input" (Krashen 1983) in the second language by means of the information communicated in the content course. The second language is the vehicle for communication rather than the object of study.

Wesche (1983) and Hauptman and Wesche (1984) report the results of an ongoing experimental program at the University of Ottawa in which intermediate students of both ESL and FSL enroll in the second semester of sheltered sections of Introduction to Psychology/ Introduction à la Psychologie. These second language students cover the same material as the comparison classes and take the same final examination. Test results have confirmed that the students in the sheltered section perform as well on the final examination in Psychology and receive equivalent final course grades as in the previous semester. Furthermore, they perform slightly better than students in the comparison groups and have shown significant gains in L2 proficiency which approximate those of students enrolled in a 45 hour course in English and French as second languages. Finally, these two studies revealed a significant increase in student self-assessment of L2 proficiency and a significant decrease in their anxiety about using the second language in real-life situations.

Versions of both the sheltered concept and adjunct model are being implemented at the international level in the People's Republic of China. Jonas (1983) describes the "plenary" component at the Graduate School English Language Center (GSELC) in which Chinese scholars receive a sheltered course on cross-cultural perspectives to scientific research. The plenary was designed to bridge the professional gap between Chinese and Western scientists, but also fulfills the scholars' need for development of their listening skills. The adjunct model is also being employed at GSELC. The Chinese scholars view a video lecture series entitled "An Introduction to the Philosophy of Science"; in the attached ESP component, the language instructor works with the video content to improve students' language skills. The same kind of arrangement exists at the Beijing English Language Center (BELC), where a management course "Organizational Behavior" is taught by a content area specialist and coordinated with an English component taught by ESL (ESP) instructors.

Comparison of the Sheltered Concept and the Adjunct Model

The sheltered courses at the University of Ottawa and the adjunct programs at UCLA and in the FRC share the same underlying principle. Successful learning occurs when second language students are exposed to content material presented in meaningful, contextualized form with the focus on acquiring information, not on language per se. In spite of the similarity in their theoretical basis, however, the adjunct model differs from the sheltered course concept in several distinct ways.

First, in the adjunct program, native English speakers and ESL students are enrolled in the same content course (e.g., Psychology 10). They hear the same lecture and compete with each other for grades. The content course is not a simulation; it is a credit course that freshmen

typically take to fulfill general education requirements. This type of format has two implications: 1) The ESL student has access to the native-speaker peer interaction that develops naturally within the context of the lecture and outside of the classroom; 2) The adjunct professor is preparing his lectures for a predominately native English-speaking audience. There are no special accommodations made in the lecture for ESL students other than those that a sensitive professor dealing with an auditorium full of "high risk" students might make. This is in contrast to the sheltered lecture designed only for second language students where Wesche points out that "...analysis of video-taped presentations by the same professor to both the sheltered sections and the regular first-language sections revealed that many linguistic adjustments were unconsciously made by the professors in their presentations to the sheltered groups" (p.9). She notes that lecture discourse was syntactically and lexically simpler, showed more explicit organization of ideas, and had many of the characteristics of foreigner talk discourse.

The second major difference between the sheltered concept and the adjunct program is that in the adjunct model students are concurrently enrolled in an English or ESL course. Concurrent enrollment acknowledges the need for explicit teaching of reading, writing, and study skills and for explicit treatment of L2 grammar problems in the ESL class. These include advanced English grammar topics like appositives and conditionals and persistent error patterns (e.g., articles, tenses, prepositions). Hence, the content course provides intensive input in English and the ESL class allows for the careful monitoring of the students' output in the form of contextualized practice and feedback.

Implicit in the adjunct approach is the prominent role of the English/ESL instructor. In addition to being responsible for the traditional language syllabus, adjunct instructors take on the extra burden of incorporating content material into the language class. In contrast, the language teacher in the sheltered class of the University of Ottawa experiment had what was described as a "supplementary" role. Besides consulting with the subject-matter professor, the language teacher met with students for 20 minutes per lecture to teach "...the expressions to use in specific classroom situations (for example, how to interrupt in order to ask a question in class), provide[d] the students with technical vocabulary, advise[d] on study skills and strategies, and help[ed] the students to obtain even more comprehensible input by engaging them in informal verbal interactions." (Edwards et al. 1983:22)

Thus, the role of the language teacher is very different in the two approaches. The intensity of contact with the language teacher varies greatly (14 hours/week in the UCLA program compared to 20 minutes per lecture in the University of Ottawa experiment). Secondly, in the sheltered class the language teacher is both the subject-matter and language consultant. In contrast, these responsibilities are divided between the content course teaching assistants and language instructors in the adjunct model. Finally, the syllabus seems to be more informal in the twenty-minute sheltered sessions than the more rigid organization of the adjunct language component.

Essential Features of the Adjunct Model

Methodology

Assignments in the ESL component of the adjunct program are based on material from the content course - the underlying assumption being that

student motivation in the language class will increase in direct proportion to the relevance of the assignments to the students' other academic endeavors, and that, in turn, student success on reading and writing assignments in the content course will reflect the carefully coordinated efforts of the two disciplines. Thus, whereas a writing lesson on definition in a standard ESL class might involve having students draw floor plans of their dormitory rooms and then describe these, a typical adjunct model ESL assignment would require students to look over their psychology lecture notes on the effects of LSD in a controlled drug experiment and to describe them in paragraph form; subsequently, on a psychology examination, students would be asked to write a short essay on the topic: "Describe the effects of marijuana based on the film shown in class."

Grammar is also taught using the content material of the content course. A lesson on adjectival relative clauses would have the students write sentence definitions for selected items from the psychology textbook. Students would have a dual task - they would have to provide an accurate definition and a grammatically correct relative clause. For example:

Anxiety is a worry or apprehension that has no specific known cause.

A clinical psychologist is a person who specializes in treating personality disorders and providing therapy.

Likewise, a grammar lesson on conditionals would capitalize on the psychological concept of stimulus-response. Students would practice writing different types of conditional sentences from given cues. For example:

sight of food -> salivation - If a dog sees food, he salivates.

early weaning -> dependency and pessimism - If a mother weans her her child too early, the child will grow up to be dependent and pessimistic.

Our first reading activity is a survey of the content course textbook. The students have to answer a series of questions which requires them to use the table of contents, index, references, glossary, etc. Reading skills such as pre-reading, scanning, skimming, and using the context to guess the meanings of unfamiliar words can be practiced using the content course textbook. In class we often work through sections of chapters with students taking turns identifying main ideas and supporting details.

Finally, we work a great deal on helping the students develop good study skills. Our most immediate concern when the term begins is helping the students learn how to take good lecture notes. We work on listening strategies and note-taking organization. In addition to giving practice lectures on psychological topics, the instructors take turns attending the content course lectures. The instructors' notes are then used as model notes for cloze exercises. The students must use their notes to fill in the missing information. Early in the term this is always a very eye-opening experience when the students realize how much material they have missed and how poorly their notes are organized.

Coordination

Clearly, the adjunct model of instruction requires close coordination and constant administrative supervision in order to achieve its intent. In recognition of this need, the FSP Coordinator arranges a series of scheduling meetings between the English/ESL staff and content course staff in spring quarter to discuss the shape and specifics of the year's program. Typically, in these meetings we decide on problems of course scheduling, and discuss how to dovetail English/ESL aims with the content course syllabus. Depending on whether the content course professor intends to give weekly exams or assign several short essays in

place of the exams, adjustments in the language syllabus are made. During these pre-session meetings as well, both disciplines reach agreement on what rhetorical mode to focus on each week (e.g., definition, compare/contrast) and discuss possible complementary assignments in these. Of particular importance to the English/ESL staff are the criteria by which the content course staff will grade written work, and discussion of this usually centers on how to evaluate structural (especially ESL) and stylistic problems. Finally, both groups discuss coordination of effort to help improve students' study skills.

To insure continued cooperation between the two teams throughout the instructional period itself, weekly summer meetings are scheduled. These provide the vehicle through which the following week's evaluation activity (examination or paper assignment) in the content course can be discussed, and student progress and/or problems can be evaluated. Typically, the content course professor suggests possible essay or paper topics and members of both teams decide how to fit the topic into the discourse mode scheduled for that particular week. For instance, assuming the discourse mode is process and the psychology material which has been covered has to do with behavioral conditioning, the paper topic emerging from such a meeting might be the following: "Your roommate never makes his bed in the morning. Describe in detail the steps you would go through to shape your roommate's behavior so that he/she makes the bed every morning." In addition to the task of coordinating assignments, the instructors from both teams have a chance to discuss individual students and decide if referrals to tutorial and counselling assistance are in order. Finally, these meetings allow for continued coordination of program goals and purposes so that the same objectives are being reinforced by every instructor with whom the student comes in

contact.

Text Selection and Adaptation

Given the highly specific nature of the adjunct language course, we want to address the issues of text selection and materials preparation in adjunct instruction. One very legitimate issue concerns the choice of an appropriate content course text. To phrase the question more precisely, if students have low-level language skills, how can they be expected to read and comprehend unsimplified academic texts? Experience has confirmed our opinion that using simplified texts does the students a disservice. Ultimately, the program's goal is to use real content material and assist the students in their attempts to grapple with the text by providing them access to improved reading and study skills strategies. The selection of a convoluted, poorly written text, on the other hand, does students an equal disservice, since they will give up in frustration before even attempting to apply their newly acquired reading strategies. The answer would seem to lie in choosing a challenging but well-written academic text--preferably one with well laid-out visuals, study guides, glosses, and other ancillary materials. Unfortunately, however, the choice of discipline-specific text is rarely the prerogative of the language instructor, and instructors may well have to make do with the pre-determined choice of the content course instructor. Our own experience in the Psychology adjunct has been a highly positive one, since the required text, Introductory Psychology by Morris Holland, (1981), has provided us with an almost ideal model for identifying and demonstrating content area reading strategies.

A second question which arises is whether standard ESL materials are usable in adjunct ESL instruction, and if so to what extent they need to be adapted. Our experience argues for the use of standard ESL texts, as

we relied on these quite heavily for basic explanation (be it of the English article system or transitional expressions of comparison/ contrast). In fact, we were particularly pleased to find that several of the texts we used (Paragraph Development, (Arnaudet and Barrett, 1981) and Skillful Reading, (Sonka, 1981)) coincidentally included passages from the field of Psychology, and thus nicely complemented the required Psychology text. However, we feel that it is imperative to supplement standard ESL texts with materials which relate directly to the content course materials, and much of our time as instructors was devoted to such tasks as preparing reading guides, writing sentence combining exercises based on the content area material, devising sample essay questions and providing model answers.

The following exemplifies how we might utilize a standard ESL text and then supplement it with an exercise or activity relating more directly to the content course material: after presenting expressions of contrast in class, we might assign students the relevant section in their ESL writing text as homework; on the following day in the morning grammar and composition class, we would then have students work in groups to form sentences of contrast from the material they had covered in the Psychology lecture on shyness, assertiveness and aggressiveness; finally, in the afternoon reading section we would analyze several paragraphs of contrast from the Psychology reading text and ask students to locate further examples of this discourse mode in their texts.

The Role of the ESL Instructors

It is obvious from the underlying philosophy and methodology of the adjunct model that the language instructors assume a dual responsibility. Their primary purpose is to provide instruction that will promote their students' English language development. Since this is

done through the medium of the content material used in the content course, the language instructor must be familiar with this material. Thus, for the English/ESL instructor to be maximally effective, there is a tremendous amount of time devoted to:

1) learning the content material of the content course,
2) developing materials which are based on the content, and
3) providing feedback on both the linguistic aspects of the students' work and on the quality of the content.

Even with the emphasis placed on the content course material, the English/ESL instructor still faces the demands of meeting the specified objectives of the language course. In our case, students had to achieve the same objectives as they would have in a standard 33B course, and were required to take the standardized 33B final in order to show their readiness for ESL 33C, the next course in the required ESL sequence. Thus, instructors in an adjunct program may well have to juggle (as we did) the demands of the standard language syllabus with the constraints placed on it by the adjunct context, and attempt to resolve possible disparities between these to the best of their abilities.

Clearly, there are limitations to this dual role of the language teacher, and it is logical to assume that these are marked by the extent to which the language teacher is master of the content area. Though the adjunct model by definition requires the English/ESL instructors to function within the above-described parameters, they are in no way meant to supercede the content course teaching staff. Rather, the two teams must at all times work in tandem, so that a language teacher who notices gross gaps in a student's content area knowledge would refer that student to the content course instructor or tutor, and vice versa.

Strengths of the Adjunct Model

Instructor evaluation

From the instructor's point of view, the adjunct model offers multiple strengths. The most immediately evident of these is its pedagogical framework, which provides the instructors and students with real academic content. After four years of teaching in an adjunct model program, we remain convinced that this is the ideal setting for a course which emphasizes English for academic purposes. A second plus is the student population itself, which is both less heterogeneous than the traditional ESL class and (given the direct relation of the language course to the subject matter students are studying) more uniformly motivated. To quote from a 1983 teacher evaluation of the program: It's refreshing to work with such a highly motivated population as the incoming freshman immigrant students...I particularly enjoy the chance to work with an exclusively immigrant population...". To be sure, some of these factors may be specific to FSP (e.g., the compensatory nature of the instruction and the immigrant student population) and are thus not distinguishing characteristics of adjunct instruction per se. Yet we believe that other factors (especially the high motivational level and the homogeneity of population) are strengths attributable to the model itself.

In addition to the above, we should note a number of other attractive features which we associate with adjunct instruction. Among these is the more broadly defined domain of teaching. In FSP, since we are the students' first contacts with academia, the dynamics of teaching expand to include not only subject matter instruction but general academic preparation as well. The following teacher evaluation of the program sums this point up nicely: "As usual, FSP was both rewarding

and exhausting! I keep thinking that it will get easier, but it never does. It's such a good feeling though to be involved in the students' first college experience. I'll never forget how I felt my first quarter at UCLA exactly ten years ago this Fall!" The words "rewarding", "challenging", and "exhausting" reappear throughout the teacher evaluations. Trite though these may appear on paper, they do capture the essence: the rewards of working within such a carefully structured and well-thought out pedagogical framework; the teacher insight gained by direct involvement with the other academic demands placed on students; the challenge of rising to the increased demands placed on an adjunct instructor; the excitement (and often frustration) of sharing in the students' subject matter successes and failures; and finally the exhaustion which comes from the materials development and content course responsibilities.

Student Evaluations

1983 is the first year for which systematic student evaluations of FSP are available. The evaluative instrument consisted of an attitudinal questionnaire administered during the last week of the session in which students rated the overall effectiveness of the program and the value of its individual components; additional space was provided for open-ended comments. Separate questionnaires were administered in the language courses and subject matter courses. Reported in Table 1 are student responses to key items from Part A of the questionnaire on the language component. The table compares ratings received from the ESL 33B/English A respondents (i.e. those enrolled in the Introductory Psychology adjunct) to those of the ESL 33C/English 1 respondents whose language courses were linked to the other three adjunct areas.

TABLE 1: SELECTED STUDENT RATINGS OF LANGUAGE COMPONENT--PART A

	n	% Agree	% No Opinion	% Disagree	% No Answer
Item #1: I am a better writer than when I entered FSP					
ESL 33B	33	75.76	9.09	15.15	0.00
ESL 33C	53	71.70	13.21	15.09	0.00
ENG A	108	92.60	6.48	.93	0.00
ENG 1	220	88.64	8.64	2.72	0.00
ALL FSP	414	82.18	9.36	8.47	0.00
Item #2: This course helped me to write better papers for my content course					
ESL 33B	33	96.97	3.03	0.00	0.00
ESL 33C	53	88.68	9.43	1.89	0.00
ENG A	108	90.75	6.48	1.85	0.93
ENG 1	220	89.09	8.64	1.36	0.91
ALL FSP	414	91.37	6.90	1.28	0.46
Item #3: This course helped me to read my content course text more effectively					
ESL 33B	33	81.82	18.18	0.00	0.00
ESL 33C	53	75.48	20.75	3.77	0.00
ENG A	108	76.85	14.81	7.41	0.93
ENG 1	220	68.18	22.73	9.09	0.00
ALL FSP	414	75.58	19.12	5.07	0.23

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From these responses we can note strong support for our own convictions as teachers about the strengths of the adjunct model: an overwhelming 82.18% of all students agreed that they were better writers as a result of FSP; likewise, they indicated that the FSP language component had helped them read their content course texts and complete content course writing assignments more effectively (91.37% and 75.58%, respectively). Interestingly, the lower proficiency ESL 33B/English A students gave higher ratings on items 2-3 than did the ESL 33C/English 1 students. This level effect no doubt reflects an interaction between the former groups' intensified awareness of their language needs and the heavy writing and reading demands placed on them by the program. Similarly, in assessing their overall writing improvement (item 1), the two ESL groups were more cautious in their ratings--a fact which may be attributed to their discouragement over the large number of residual structural errors which the ESL and content course staff continually "red-inked".

It is also interesting to note that the ESL 33B students self-reported spending much more time studying for both the language class and for Psychology 10 than did the English A students. Forty-five percent of the ESL students estimated that they spent more than 16 hours per week preparing for Psychology compared to 24% of all FSP students; 75% of the ESL students versus 45% of all FSP students reported spending more than 12 hours per week. Similarly, over 50% of the ESL 33B students reported spending more than 12 hours per week preparing for their language class, while only 11% of the English A students reported

spending the same amount of time. It is clear that the FSP program was a demanding one for all students, but that the ESL students really felt the need to invest greater amounts of time. This investment apparently paid off, as the grade point average of the 33B students was 3.7 (A-) in Psychology 10 and 3.0 (B) in ESL.

Concerning student responses to Part B of the questionnaire, which asked students to rate discrete activities in the language component, we were again encouraged to find concurrence with our general evaluation of the activities. Table 2 compares ESL 33B student responses to those of all other FSP participants on this section of the questionnaire.

TABLE 2: SELECTED STUDENT RATINGS OF LANGUAGE COMPONENT--PART B

		Rank*	% Helpful	% So-So	% Not Helpful	% No Answer**
Written Comments on Papers	ESL 33B	1	96.97	0.00	0.00	3.03
	OTHER	1	93.63	3.09	0.00	3.27
Grammar Lectures and Exercises	ESL 33B	2	93.94	1.52	1.52	3.03
	OTHER	3	85.06	9.22	1.46	4.27
In-Class Writing	ESL 33B	3	93.94	0.00	3.03	3.03
	OTHER	2	87.59	7.28	0.76	4.37
Class Discussion	ESL 33B	4	90.91	9.09	0.00	0.00
	OTHER	4	83.08	13.48	0.63	2.80
Take-Home Writing	ESL 33B	5	90.91	6.06	0.00	3.03
	OTHER	8	69.59	10.31	2.01	18.09
Prewriting and Planning	ESL 33B	6	87.88	6.06	3.03	3.03
	OTHER	5	82.42	6.46	0.76	10.37
Study Skills and Reading	ESL 33B	7	84.85	12.12	3.03	0.00
	OTHER	7	76.14	13.71	2.61	7.54
Revising	ESL 33B	8	72.73	12.12	3.03	12.12
	OTHER	6	81.05	7.70	0.45	10.80
Small Peer Edit Groups	ESL 33B	9	60.60	27.27	6.06	6.06
	OTHER	10	35.39	21.00	7.86	15.75
Student Presentations	ESL 33B	10	54.54	39.39	0.00	6.06
	OTHER	11	42.54	29.76	5.89	21.81
Teacher Conferences	ESL 33B	11	45.45	18.18	3.03	33.33
	OTHER	9	66.70	7.11	0.92	25.27

* Spearman rho=.9, $p > .01$
**Combines "No answer" and "Didn't Reply" categories

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With respect to Table 2, we note that despite apparent differences in the student populations polled (i.e. level differences, native vs. non-native speaker participants, etc.), the 33B rankings for class activity usefulness correlate highly with those obtained for all FSP students polled (Spearman rho = .9, $p > .01$). Both groups indicated written comments on papers, grammar lectures and exercises, and in-class writing as the three most useful categories. Given the strong emphasis in the content course on writing correct, organized prose, this came as no surprise to us: students obviously valued the strong integration between the language class and the subject matter writing assignment, reporting (in data not included in Table 2) that English/ESL writing assignments connected with the content course were far more useful (81.68% of all respondents) than those not connected with the adjunct subject matter (51.75%).

However, we were somewhat disappointed at the relatively low ranking of study skills and reading--a component of the course which we perceived as an extremely high priority. We suspect that this relatively low ranking for an activity to which we devoted a weekly average of 4-5 class hours can be explained by students' overestimation of their reading skills coupled with their unawareness of how crucial good study habits are at the university. Finally, we disagreed with the low rankings of the last three categories. Quite possibly, all three of these activities are ones which our students, straight out of the high school system, were unaccustomed to or (in the case of teacher consultation) reluctant to take advantage of, and thus did not value as highly as more traditional classroom activities.

Perhaps the most convincing evidence for the adjunct model comes out of Part C of the evaluation--students' open-ended comments. These

remarks attribute to the language class improvement in overall language skills as well as success in the content course, and even improved self esteem. To quote from a few student comments directly:

- I really enjoyed [the] class and I feel I am confident now than before FSP. I kinda feel great and feel important than before.
- [The teacher] gives us an assignment in class that helps our psychology paper. Without [her] helps, I don't think my psychology paper will do well and get higher grade.
- When I first came to this class, I did not know how to write a good paper. I still do not have good writing skills, but this class really helped me to increase my writing skill and helped me to enjoy writing and reading.
- Even though I have struggled in doing homework, I think [the teacher] has trained me how to to deal with college work.

Potential Breakdown in the Adjunct Model

Any program, instructional or not, gauges its success by the response of its participants. As we have reported, participants' response to FSP is overwhelmingly positive, yet we feel it is equally important in our analysis to pinpoint from past experience areas where breakdowns in the model may occur. In the following sections, we will discuss these and propose possible remedies.

Coordination

More than anything else, the adjunct model's success rests on the strength of its central coordination, i.e. the FSP Coordinator, and on the effectiveness of the various coordination meetings held between adjunct staff members. Lack of staff continuity from year to year

certainly compounds the coordination task, as one of the instructor evaluations notes: "[The spring coordination meetings] were a bit of a disappointment to me. I realize that dealing with an entirely new Psych staff presented special difficulties we hopefully will not have in the coming year. However, I felt that we didn't adequately make clear what the function of the English/ESL instructors was to the Psych staff, nor did we adequately discuss the writing modes, paper topics, and general expectations of the English A/ESL 33B population." Similarly, another instructor's evaluation expresses concern about the efficiency of the summer coordination meetings: "...I felt we could have worked better together...Often, Psych TA's spent the first 20 minutes of the weekly meetings shuffling their papers, and even when this was not the case, it was difficult for us to focus in on the topics in need of discussion." On the more trivial side, we found that the rooms allotted for such meetings were cramped and inappropriate: having TA's perched on radiators and window sills was not conducive to getting down to business. Given that virtually the entire philosophy of the adjunct is formulated during spring meetings, and that the weekly hour-long summer meetings are the only forum for discussing the successes and failures of the program's components and participants, central leadership must be exerted to insure that the coordination sessions fulfill the purposes specified.

Underlying Philosophy

It is essential that all instructors present a united approach as to the underlying philosophy and objectives of the program. When this fails to happen, the effectiveness of the model is impaired. For instance, we ESL instructors, trying to prepare our students both academically and emotionally for the rigors of university study, were

constantly preaching good study habits and a serious attitude toward examination and assignment preparation. One year we seemed to be at cross purposes with the content course professor who was so interested in building rapport with the class and making sure that he was creating a pleasant learning experience that he tended to minimize the students' academic responsibilities. His advice on how to prepare their first paper assignment was "just have fun with it". This attitude contrasted sharply with that of the previous year's professor who constantly reinforced our efforts. While we recognize the benefits of an enjoyable learning environment, we felt undermined by the professor's casual attitude since our students naturally paid more attention to him. We believe that our "high risk" freshmen need a great deal of guidance and we do not feel that this attitude toward academic work is at all representative of other professors in the students' future academic careers.

Staffing Problems

As in any organization, the quality of the staff is a critical factor in its success. We are fortunate to have worked with many highly competent and dedicated instructors both in the English/ESL and content course components of FSP. A poor instructor or tutor, however, can cause a glaring weak link in the program. For example, if an instructor does not attend the weekly coordination meetings, he or she will miss out on discussion of the discourse mode and its integration into the content course examination or paper assignment for that week. As a result, the students in turn miss out on the direction that an informed instructor or tutor could and should provide. The problem is exacerbated throughout the term by chronically poor attendance. An obvious solution to the problems of poor staffing is a thorough hiring process

in which all prospective instructors and tutors are fully apprised of both the instructional and administrative requirements that will be expected of them in the program.

Assignments

Since preparing the students for examinations and papers requires the collective effort of both the English/ESL and content course instructors, all assignments need to be carefully planned out before the term begins so as to coordinate with the respective syllabi of the two courses. When this does not take place, the resulting consequences can be quite disastrous. Specifically, in one case, the professor devised a paper assignment that was handed out before the English/ESL instructors could discuss it. At the coordination meeting later that week we discovered that the English instructors had approached the assignment as a compare/contrast exercise since the wording in the question seemed to indicate this mode. In contrast, the ESL instructors treated the questions as a classification problem as this was the discourse mode scheduled for the week and the question seemed amenable to this method. The end result was that two completely different kinds of papers were produced in the English and ESL classes; consequently, the content course readers had to grade two different sets of papers.

This mix-up carried over into the next assignment (which we all agreed must be approved by the English/ESL instructors before being given to the students). We could not agree on an acceptable topic since the ESL classes had already covered classification and the English classes compare/contrast. The result was that two entirely different paper assignments had to be written and two answer keys devised. The most unfortunate side effect for the students, besides sensing all the confusion, was that several of the ESL students felt that we had

deliberately drawn up different assigments because we did not think they were capable of competing with the native speakers. Since integration with native speakers is one of the basic tenets of the adjunct model, this whole situation caused a breach of a fundamental feature of adjunct instruction. In addition, this breakdown came in the middle of the term when the ESL students were just beginning to acquire confidence; from an affective point of view the assignment fiasco was really a setback. Thus, poor coordination of assignments led to a lot of unnecessary upheaval, a heavier work load on instructors and readers, and worst of all, engendered feelings of discrimination on the part of the ESL students.

ESL-Specific Issues

As the only ESL staff members in the Psychology adjunct, we often felt at odds with the beliefs and goals of the other instructors: not only were we outnumbered two to six by the English staff in making decisions, but we sometimes felt ignored by members of the Psychology staff who did not understand the particuliar dynamics of working with an ESL population. Several concrete issues best illustrate our frustrations in this respect.

The first case concerns the textbook used in Psychology 10, Introductory Psychology by Morris Holland (1981). During the initiation of FSP, Psychology 10 had been designated the easiest of the four adjunct areas due to the clarity and straightforward nature of the prose in this required text. This intuitional judgment was later validated by a readability estimate which defined the Psychology text as grade level 13+ (compared to an estimate of grade 18 for the required text used in the FSP Anthropology adjunct). Despite our own expressed satisfaction with the appropriateness of this text to our students' needs and our ESL reading curriculum, we were outnumbered by the Psychology and English A

staff in a decision to replace the text for the coming summer session. Since we have invested countless hours preparing now unusable ESL materials to supplement the Holland test, we feel doubly frustrated by this decision.

Another instance of a clash in beliefs between the ESL and English staff concerned the respective roles of the language and Psychology syllabi. Our own philosophy is best summarized by a comment from the teacher evaluations: "[We] did not modify our syllabus to take the additional papers in the Psychology class into account and we really feel that our students were overworked...We do not, however, want 33B to take a back seat to the content course. Our students' deficiencies are far too great to consider 33B merely a writing course for Psychology 10." During the summary coordination meetings, we noted on several occasions that the English A staff did not share the above philosophy. Whereas we felt compelled to stick to the specified ESL 33B writing requirements, and juggled these paragraph writing objectives with the essay writing constraints placed on us by the adjunct writing assignments, the English TA's took what we considered to be the "easy way out": they allowed their students English credit for the papers they wrote for Psychology, and in several cases excused students early from English class to study for Psychology exams. In retrospect, we will probably want to make changes in our own rigid stance, and reduce the number of ESL writing assignments in the future to achieve a better balance between the two adjunct courses.

The last case of potential conflict with the other adjunct staff concerned the ESL students' special needs. We felt that as ESL instructors, we spent an undue amount of time in coordination meetings explaining why our students were having problems coping, and felt

stymied by the apparent lack of concern this met with on the part of the other adjunct staff. Several remedies to this problem present themselves--one of which we have already been able to institute. This measure involved giving ESL students a dual grade for their first Psychology exam/essay: a recorded grade which ignored students' ESL writing errors and focused instead only on content, and a second hypothetical grade including errors which indicated to students how their subsequent papers and exams would be evaluated. Though this "ESL double standard" has been helpful in alleviating the initial tensions, the question of how to best provide for ESL students' increased academic and affective needs continues to plague us.

We remain convinced that in addition to the more apparent linguistic handicaps, our ESL students are special in other ways. Many of these immigrant students are financially disadvantaged, and a combination of financial and emotional problems interfere with their studies. Last summer, for example, we discovered that one of our Vietnamese students was working 30 hours a week to support himself and earn money to bring his parents to the States; similarly a Burmese student disclosed that her parents had kept her from obtaining formal schooling in her country out of fear of political reprisal, and that she suffered from real insecurities as a result. Additionally, severe listening and speaking handicaps may result in the ESL students' inability to comprehend lecture material, and in a reluctance on their part to voice problems to their adjunct TA. Having one Psychology TA assigned to all ESL students might help to remedy this situation, since this TA would presumably gain a heightened awareness of ESL students' needs and limitations.

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Conclusion

Applications of the Adjunct Model

As is evident from the preceding report, we firmly believe in the adjunct model as a framework for providing academic students with the type of language instruction they require. Ideal though the model may be, such a large-scale program may not be possible in all instances, and we are well aware of the factors which underlie its implementation: we are fortunate at UCLA to have an administration willing to fund the large network of instructors, counselors, residential staff and so forth which the program necessitates; likewise, since the program takes place within the university, we are lucky to have at our immediate disposal the disciplinary links which form the basis for adjunct instruction. Clearly, there are many cases where these prerequisites will not exist, and where a full-blown adjunct model such as we have described will not be feasible. Second, we are aware that the program we describe has a very specific focus, i.e., preparing high risk entering freshmen for the academic demands of the university; however, we feel that the model is appropriate for a wider variety of purposes with many different populations. Anticipating questions on both the above points, we would like to discuss other possible variations of the model, and its application to populations other than those which we have described.

Concerning possible variations of the model, we have already discussed one alternative, sheltered content courses, such as those offered at the University of Ottawa (Wesche 1983; Edwards et al. 1983) and in the People's Republic of China (Jonas 1983). Similar sheltered courses with or without attached language components exist in many other locations. At Marymount Palos Verdes College, for example, ESL

students are required to take a sheltered American History course to fulfill graduation requirements; although there is no attached language component, students are simultaneously enrolled in the college's regular ESL program (Beverly Hart, personal communication).

A second alternative to adjunct instruction is the modified adjunct--content courses to which a language module is attached. Similar to the adjunct model, modified adjuncts employ both a content and language instructor; however, they differ in that the language module exists solely to aid students in their content course needs. Typically, modified adjuncts are non-credit or low-credit courses in which the language instructor offers a number of workshops on discipline-specific writing or test-taking strategies, and helps to evaluate content course assignments; they often involve voluntary attendance or participation of only part of the content course population. Examples of a modified adjunct are the lower-division "writing intensives" or upper-division "writing components" for native speakers offered through the UCLA Writing Programs in various disciplines (e.g. Folklore, Chemistry, Economics, and Dentistry) and also the ESL Business Law workshops offered by M.A. Snow at the University of Southern California.

A final alternative concerns content-based instruction, where the language and content instructor are one and the same and the content material provides the basis for language analysis, application and practice. Such courses often have a strong media base (see Brinton 1984), with content materials organized by theme. Five cases in point are the content-based curricula currently in use at: the University of Southern California (Ryan 1983; Eskey et al. 1984, Grabe amd Stoller 1984); UCLA Extension (Walsleben et al. 1984); the University of Nevada,

Reno (Geiser and Will 1984); Southern Illinois University, Carbondale (Pharis and Pharis 1984); and the Freie Universitat Berlin (Schwartz, et al. 1982). All the above content-based language teaching models share with the adjunct model the fostering of student awareness that what they are learning in the language classroom bears direct relevance to their other disciplines. With its increased flexibility, content-based instruction presents a viable alternative to adjunct instruction for curricular decision-making.

As for what teaching purposes and populations the adjunct model is suited to, we have shown the model to be successful with both native and non-native speakers in a university EAP context at UCLA; further, we have seen evidence in Jonas (1983) that adjunct and sheltered instruction work in EFL/ESP courses. Additional reports of ESL adjunct programs involving political science, business management, and psychology, at Los Angeles City College and Passaic County Community College (Lorraine Megowan and Laurie Moody, personal communication) and a sheltered elementary-level farm program/secondary-level social studies program in the Vallejo Unified School District (Bye 1983) further expand the variety of instructional settings covered by all the content-centered language teaching models which have been discussed above.

Adjunct Instruction and Second Language Acquisition Theory

Based on a comprehensive review of recent language research, Krahnke and Christison (1983) extract four principles which they believe should be applied to language teaching practices. We believe that the adjunct model provides an excellent example of how these principles can be applied in the instruction of university ESL students.

Principle #1 - Language instruction which has as its goal functional ability in the new language should give greater emphasis to activities which lead to language acquisition than to activities which lead to formal learning.

Adjunct instruction fosters acquisition by exposing students to intense language input in the content course and by integrating the subject matter into the language class. This format encourages attention and involvement since all work in the language class is directly relevant to performance in the content course. "Meaningfulness is facilitated by the reality of the subject matter and by having 'life' [in this case university survival] rather than 'language learning' as its content" (Krahnke and Christison: 640).

Principle #2 - Because negative affect, in the form of the affective filter, seems to be a major impediment to success in language acquisition and learning, instruction should make the minimizing of such affective interference one of its primary goals.

While there is no minimizing the pressures that freshmen assume when they undertake university study, the adjunct model provides for the affective needs of students through an extensive network of academic and perscnal counseling support services. In addition, the ESL students are eased into the system by an initial emphasis on content, not form, and by the guidance and encouragement of a sensitive instructional staff. The psychology staff has even presented relaxation and meditation techniques in an attempt to lower the students' affective filters!

Principle #3 - Language instruction must make greater use of the learners' own abilities to acquire language from natural interaction.

Since informational content is the focus of interaction in the model, language teaching methodology in the adjunct model draws on what the students know about the subject matter, thereby utilizing the learners' abilities to a great extent.

Principle #4 - Error produced in the process of acquiring a second language should be viewed as a natural product of the acquisition process, as a source of information on learner strategies, and a problem best addressed through more input and interaction rather than through correction and drill. To concentrate on developing students'

abilities to monitor their production, or to enforce correction while students are engaged in interaction or production should be regarded as counter-productive.

It is here that the principles derived by Krahnke and Christison and our language teaching methods in the adjunct model diverge. In spite of their contention that formal instruction and error correction are ineffective, we continue to believe in the value of both. This belief is founded on two considerations.

First, Krahnke and Christison's principle #4, which they propose as a general principle of language learning, fails to take into account the specific language learning context and the needs of the students. Our students are attempting to compete academically at a major university; their linguistic deficiencies place them at great disadvantage in any course which requires English production - oral or written. An additional factor is the university's responsibility to award degrees to students whose language skills are commensurate with the academic degree. Standards of language competence for native English speakers and ESL students alike have become an increasingly controversial issue in universities across the country; in areas such as Los Angeles with a growing immigrant population the problem becomes even more critical. The university must be committed to producing students who can function effectively within their chosen discipline, both at the university and in their ensuing careers. This ability rests in large part on their linguistic competence.

Second, we take issue with Krahnke and Christison's contention that learner errors are best remedied through additional input and interaction. Our immigrant students have all graduated from American high schools and many have resided in the U.S. for more than five years. Yet, with all these years of "comprehensible input", they have

failed to acquire fully the grammatical system of English. This lack of native proficiency mirrors what has been documented in both the Canadian and American immersion contexts where the students receive considerable input in the second language but minimal formal language instruction (Swain 1983).

The methodology described in this paper uses content to treat advanced grammar topics and remediate persistent written errors. All activities are fully contextualized and many are reactions to obvious problems in the students' writing. Students learn to identify their own grammar errors and those of their peers in group sessions. We can see considerable improvement in their work in the ESL class and proof of the carry over is illustrated by their success in the content course. Thus, while we are certainly not questioning the necessity of input, we believe that formal intervention provides the fine-tuning required in the academic context.

In sum, we believe that there is an excellent match between current trends in second language research and the principles of the adjunct model. Adjunct instruction provides students with input in the content course as well as extensive practice on their written output in the language class. As Swain (1983) states:

> In order for native-speaker competence to be achieved,... the meaning of 'negotiating meaning' needs to be extended beyond the usual sense of simply 'getting one's message across.' [This] can and does occur with grammatically deviant forms and socio-linguistically inappropriate language. Negotiating meaning needs to incorporate the notion of being pushed towards the delivery of a message that is not only conveyed, but that is conveyed precisely,

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> coherently and appropriately. Being pushed in output, it seems to me, is a concept parallel to that of the i + 1 of comprehensible input. (p. 19)

In our opinion, adjunct instruction is the only model of language teaching that provides a rich enough context for resolving both pieces of the language acquisition puzzle--comprehensible input and comprehensible output.

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